TAMIL NADU AGRICULTURAL UNIVERSITY

Proceedings of the Regional Workshop on

Training Curriculum and Effectiveness Review on Gender Analysis and Participatory Forest Management

A&M 499: Training Curriculum And Effectiveness
Review On Gender Analysis And
Participatory Forest Management

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PROCEEDINGS OF THE REGIONAL WORKSHOP ON " TRAINING AND CURRICULUM EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT"

9 - 10 December 2002

Compiled By

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Dr. K. T. PARTHIBAN

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Tamil Nadu Agricultural University
Forest College and Research Insititute
Mettupalayam - 641 301.

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PROGRAMME OF THE REGIONAL WORKSHOP ON " TRAINING AND CURRICULUM EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT"

PROGRAMME

DAY I 09-12.2002

0900 hrs - 0930 hrs - Registration

0930 hrs - 1030 hrs - Inaugration

1030 hrs - 1045 hrs - Tea

Technical Session

Session I : 10.45 to 11.45 Hours.

Topic : Interactive session on Present curriculum related to gender analysis and participatory forest management

Chairman : Mr. R. Udayakumar, I.F.S.
C.F. Training and Ecotourism, Dharwad.

Co-Chairman : Dr. P. S. Geethakutty
Associate Professor, KAU

Rapporteur : Dr. M. Paramathma
Professor & Head (Tree Breeding)

Session II : 11.45 to 12.30 Hours

Topic : Introduction of the issues on gender analysis & participatory forest management

Chairman : Mr. Amarnatha Shetty, I.F.S.
C.F. Palghat Circle

Co-Chairman : Ms. Meeta Biswal, I.F.S.
Associate Professor, IGNFA

Rapporteur : Dr. P. Subramanian
Associate Professor. (Economics)

09.12. 2002 (contd.)

Session III	: 12.30 to 13.00 Hours
Topic	: Formation of groups and briefing for group activity
Chairman	: Mr. K.S. Neelakantan, I.F.S. Dean, FC&RI, Mettupalayam.
Co- Chairman	: Mr. A.M. Singh, I.F.S. Associate Professor, IGNFA
Rapporteur	: Dr. K.T. Parthiban Assistant Professor

Day II 10.12.2002

Session IV	: 11.00 to 13.00 Hours and 14.00 to 16.30 Hours
Topic	: Presentation by the groups and discussion
Chairman	: Mr. K.S. Neelakantan, I.F.S. Dean, FC&RI, Mettupalayam.
Co-Chairman	: Mr. A.K. Upadhyay, I.F.S. Joint Director, IGNFA
Rapporteur	: Dr. S. Senthilnathan Associate Professor, (Economics)
Valediction	: 16.30 to 17.00 Hours
Guests of Honour	: Mr. B. Basappa, I.F.S. and Mr. K.P.M. Perrumahl, I.F.S.
Vote of Thanks	: Mr. A.M. Singh, I.F.S. Associate Professor, IGNFA

REGIONAL WORKSHOP ON TRAINING CURRICULUM AND EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT

PRESIDENTIAL ADDRESS

Dr. C. Ramasamy, Ph.D
Vice-Chancellor
Tamil Nadu Agricultural University
Coimbatore - 3

Education is a life long process and keeping this in mind several refresher courses and distance education courses have been introduced in many universities/institutes. The syllabi and curriculum for different courses are also undergoing change in tune with new innovations and concepts being developed. Indira Gandhi National Forest Academy, the premier institute of forest management has taken up the ambitious task of updating/revising the curriculum and syllabus of the IFS training programme and other refresher courses in forestry being organised by it.

Forest management in India is in a transitory stage moving from traditionally centralized state controlled forest management to decentralized local community based, participatory forest management. In traditional system of control, regulations and policing the forests have alienated the people from developing a sense of belonging to the forest. It has also developed an attitude of apathy and lack of any concern for forest protection and conservation in the people living adjacent to the forest areas. This has resulted in the continued degradation of forest resources and unsustainable forest management. The traditional policies and procedures supporting commercial/industrial interest, resulting in disempowerment of forest community in their relationship to forest resources is in the process of change.

The National Forest Policy, 1988 called for discontinuation of the commercial exploitation of forests for forest-based industries and envisaged meeting the local people's needs as a first charge of forest management. It also aims to effectively involve local people in forest management. The policy document envisages that the forest communities should be motivated to identify themselves with development and protection of the forest from which they derive benefits.

Joint Forest management (JFM) or participatory Forest Management is a process of empowerment of the people living in and around the forest ecosystem. The process of empowerment is facilitated by partnership building between the Forest Department and the forest ecosystem people by structuring the participation of the forest ecosystem people through village level institution building and by adopting a strategy of benefit sharing. Earlier the management of forests was such that there was dichotomy between resource users and those responsible for resources generation and conservation. The forest dependents had no responsibility for protection, conservation, development and maintenance of the forest areas. JFM is essentially a programme to induct villagers formally into the forest management system and to make the production system more responsible to community needs thereby ensuring sustenance of resources. The need for efficient forest protection by the people for wider ecological considerations and local sustenance is the genesis of the programme.

One of the concepts of the JFM is eco-development, which aims to conserve the biodiversity by addressing both the impact of local people on the participatory approach and the impact of the protected area on local people. Involving local people in forest planning and protection, developing incentives for conservation and supporting sustainable alternatives to the harmful use of local resources are the prime items of work implemented under JFM. In other words, collaboration between the state Forest Department and local communities in and around forest environment is the essence.

Forestry development has both environmental objectives such as afforestation of degraded and denuded landscapes and social objectives like raising the living standards of local people including tribals. To understand community diversity and holistic development, one ought to know the gender and age, caste or ethnicity and acquiring skills to assess the implications of this diversity for specific forestry related activities. The role of women in agricultural production and natural resource management in a developing country is critical to the economic well being of that country. Third world women whose way of life is intrinsically linked with the environment bear the brunt of the environment's destruction. For reasons beyond their control, poor women frequently become the agents of their own resource depletion as they struggle to ensure the survival of their families. In rural areas, depletion of natural resources by environmental degradation has a significant effect on the daily life of a women and the well being of her family. For example, if the grass for thatching

is lost due to uncontrolled grazing or due to failure of monsoon and forest fires, the women have to go in search of it. If the river/pond gets dried up, the women have to walk for long distances to collect water for domestic uses.

Women use many other natural resources in a number of ways like making baskets, ropes, toys, ornamental/decorative pieces etc. Forest products play an important role in the viability and survival of tribal household in India. A study carried out in Pura village of Karnataka state showed that each women spends on an average 2.5 hours travelling 8.5 km daily to collect 1.7 tons of fire wood per year. In another study in Dwing village of Uttar Pradesh, it was found that women walk 6 to 10 hours daily along steep hills in search of firewood. In two districts of Southern Bihar, women are engaged in collection of mahua flowers and seeds, mushrooms, wild brooms, tamarind etc. In West Bengal, tribal women gather sal leaves for 6 months of the year and make about Rs. 720/- per month.

Women are also keenly interested in protecting the forest wealth. Womenfolk took active part in the Chipko Movement for the protection of forests from tree cutting in the Himalayan region of Northern Uttar Pradesh. While Chipko is an important movement it reveals only one facet of the dynamics of women's involvement in forestry worldwide. Medha Patkar and Arundhati Roy are the two women leaders who are active behind Narmada Bachao Andolan.

Gender analysis is one of the key issues in JFM. Womenfolk may be encouraged through SHGs, Mahalir Manrams, and other Women's Cooperative Societies to participate in JFM activities through their involvement in buffer zone activities. Women have a crucial role in Integrated Watershed Development Programme being promoted by the Government. Women participation was found to be 19-28 per cent in Salaiyur Watershed of Coimbatore District. Women are trained to become private entrepreneurs and start their own trade/ business. The womenfolk not only participate in the training programmes in large numbers but also practice them to a greater extent after the training as compared to men participants. Therefore women should be encouraged to enrich their knowledge and skill so that they will be contributing substantially to raise the standard of living of the family by controlled use of forest resources for sustainable forest productivity.

I take great pleasure in inaugurating the interactive workshop and hope that the deliberations are very useful in improving the curriculum of trainees of IGNFA.

ACTION PLAN

TRAINING CURRICULUM AND EFFECTIVENESS REVIEW IN IGNFA

Introduction

The Indira Gandhi National Forest Academy is a national institution for the Indian Forest Service officers and is imparting training not only to the young officers who have been recruited through UPSC Examinations and Selection Systems but also to the senior Indian Forest Service Officers at their different advanced levels of service career as well.

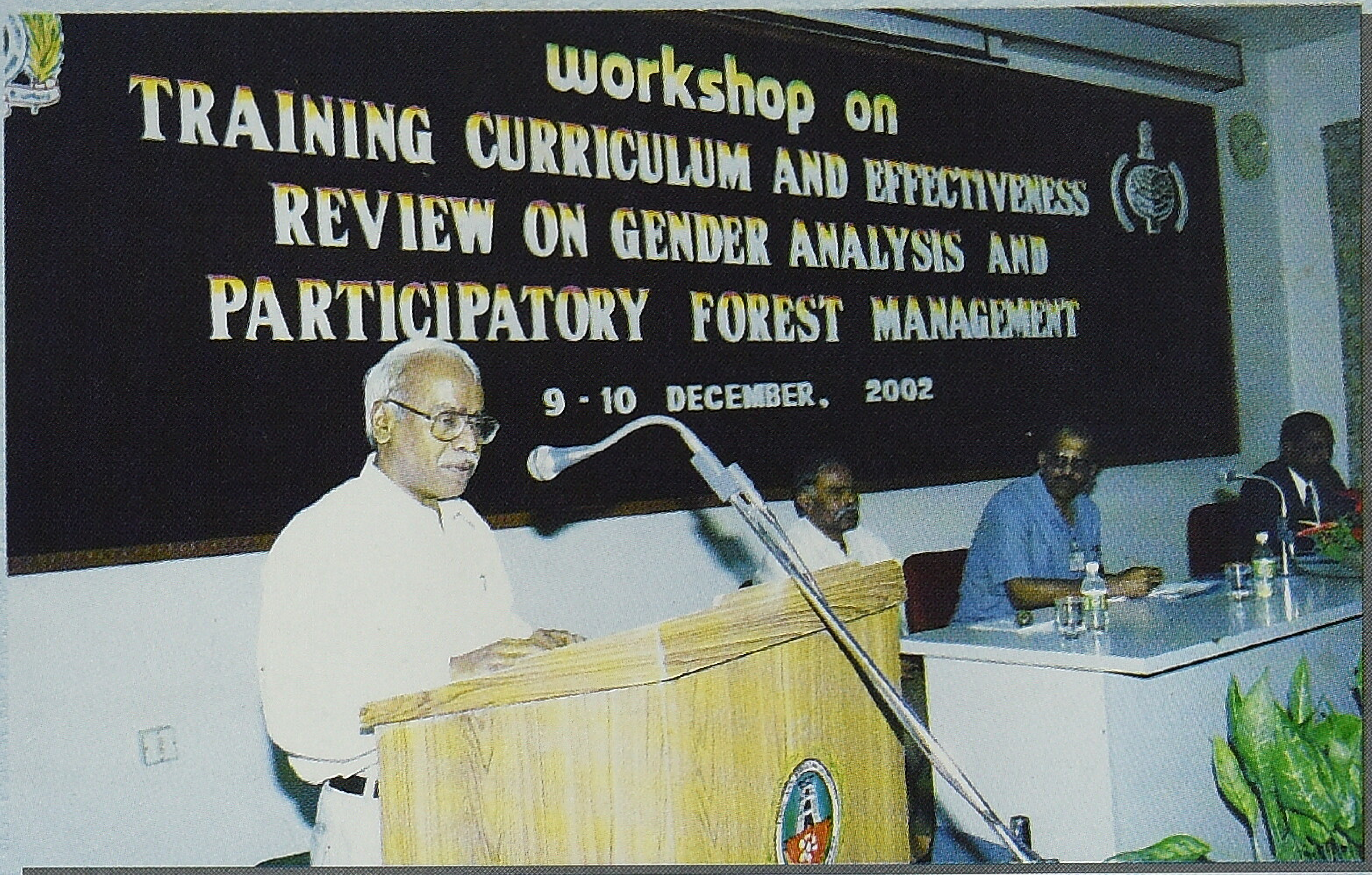
The training of in - service forest officers was started at the Academy in 1990 with the objective of updating professional skill of the officers already serving in the field. Initially compulsory training courses, sponsored by MoEF were started in Computer Applications. Later from 1996 onwards training on JFM, Policy & Legal issues, International Conventions and Project Formulation and Evaluation is also being regularly organized in the Academy. The participants in such courses vary from DCF to PCCF levels in forest service.

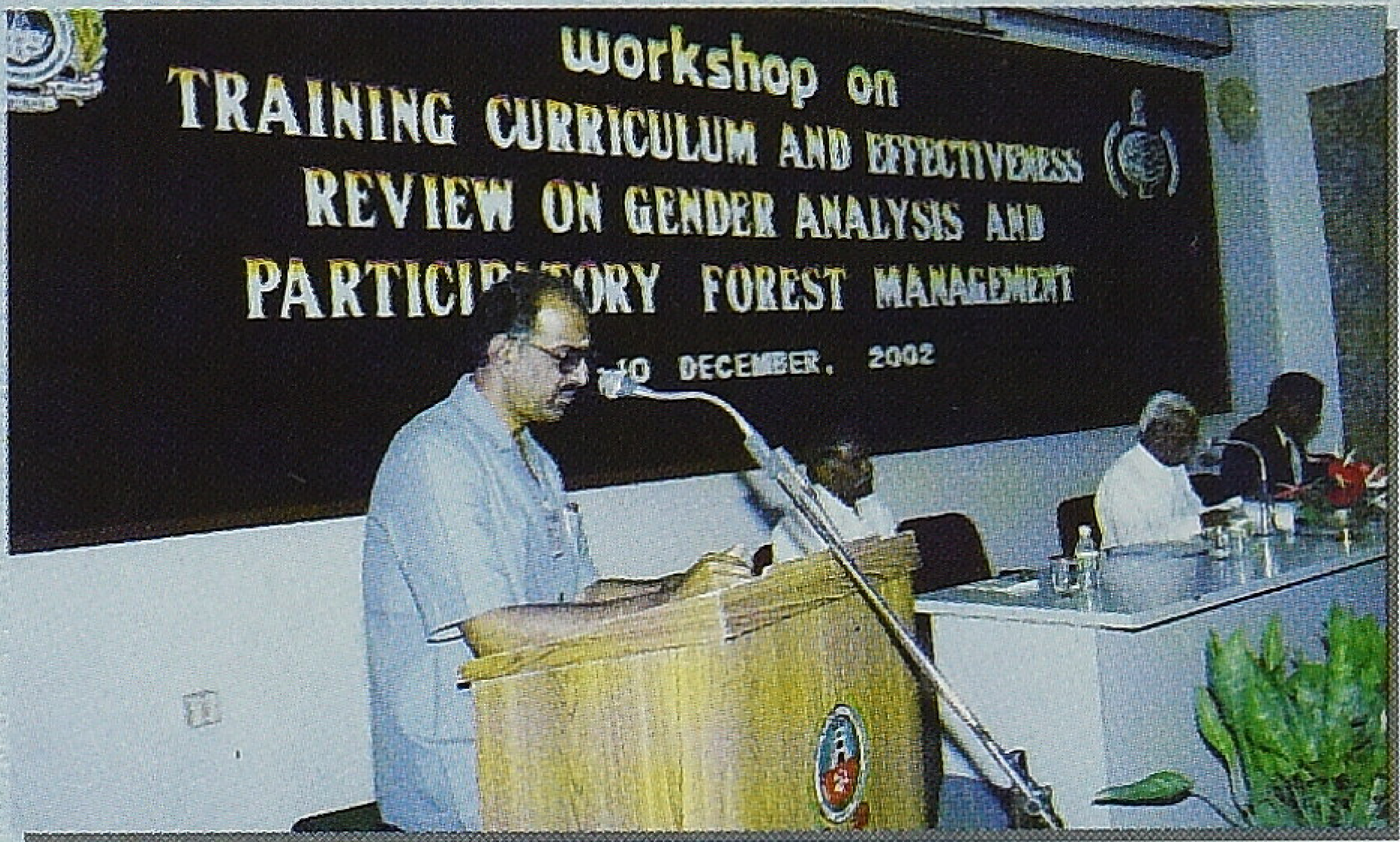
The Induction Training programme for State Forest Service officers conferred on promotion in service with IFS was started in 1996 with the objective of upgrading knowledge and skill of officers with a national perspective. Every year two courses are organized for ten weeks at the Academy and the latest skills and information on national and global forestry issues is shared with them.

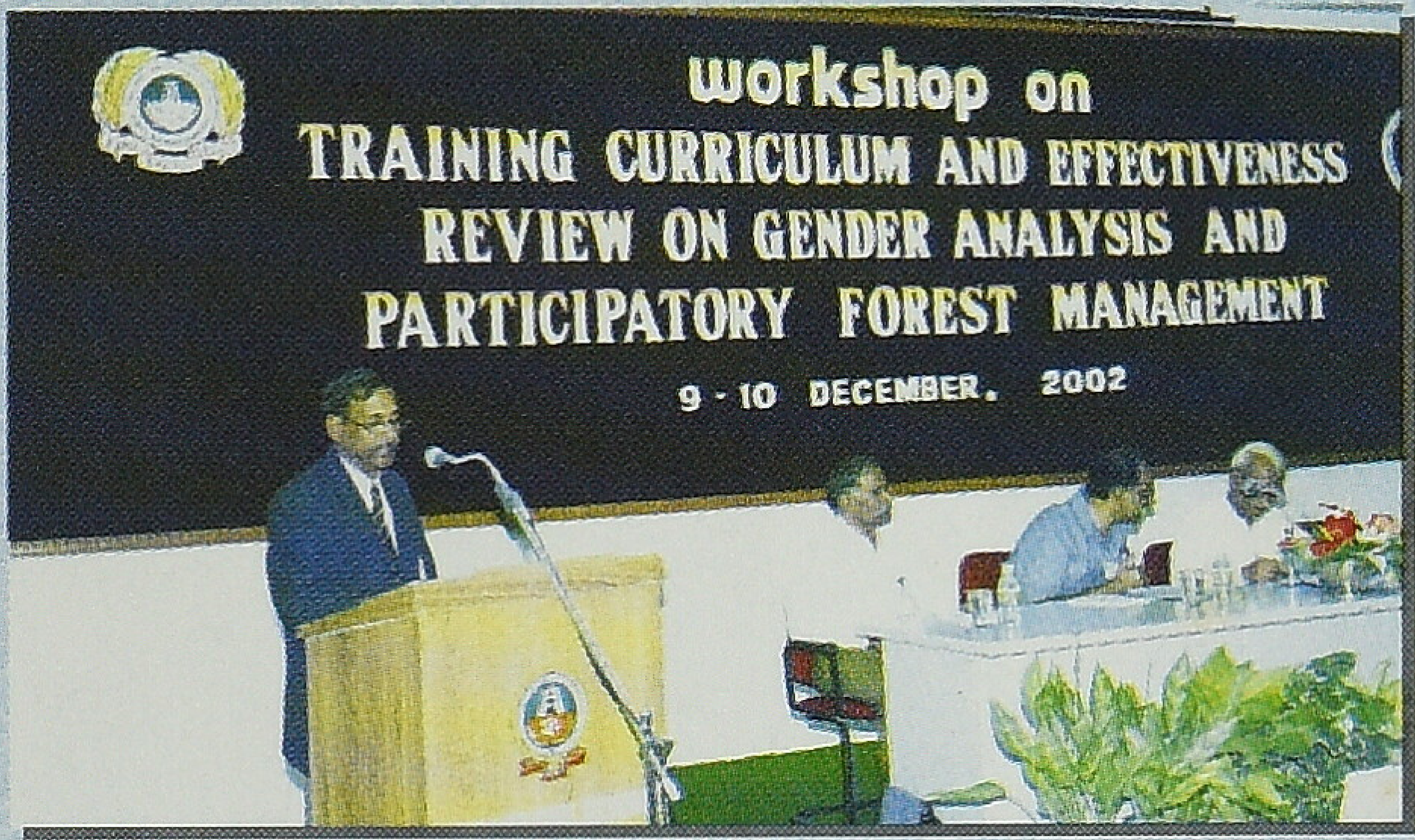
From 2000 the Academy has also started Forest Management courses for advanced level in-service officers in their 10th year, 17th year and 21st year. This training known as AFM Training provides a refreshing time for the participants not only to acquire new skills, but also to interact and share inter - state experiences with their colleagues posted throughout the country.

The curriculum of professional forestry training for the Probationers of Indian Forest Service undergoes changes periodically and is debated on different platforms. Every 10th year the syllabus is reviewed and updated. It is revised to accommodate the new trends emerging in forest management in India. The emphasis laid in National Forest Policy, 1988,

INAUGURAL FUNCTION







on adopting a new paradigm of forest management by involving people's participation had brought about appropriate changes in the curriculum of IFS Professional Forestry Training. Further new segments of social sciences to enable the trainees to adopt the knowledge and skill of inviting people's participation may have to be facilitated by the change scheduled in 2003.

In this aspect a project on "Training Curriculum and Effectiveness Review" was submitted to Ford Foundation - India by the Academy. The design of Project is split in two phases, the first phase for US$ 50,000 and the second phase for US$ 4,50,000.

The Ford foundation has approved a grant of $ 50,000 to Indira Gandhi National Forest Academy for support for a Curriculum and Training Effectiveness Review as an initial step int he development of gender analytical courses and modules on participatory multiple use forest management. This grant has been made in response to the proposal submitted by the Academy letter dated May 30,2000.

Objective of the Project - Phase I

Curriculum and Training Effectiveness Review at IGNFA is an initial step in the development of gender analytical courses and modules on participatory multiple use forest management. In this regard, a comprehensive review of the Effectiveness of IGNFA training programme particularly in gender analytical courses and participatory planning and management skills to all levels of the forestry cadre is required. With the help of this project, the Academy expects to develop a feedback mechanism, criteria and indicators for assessing the quality of training and methodology courses on gender issues in forestry and participatory and multiple use forest management.

The modules on gender analysis and participatory multiple use forest management courses will be developed and will be incorporated in the IFS (P) training syllabus of the IGNFA and few inputs in these two steps can also be given in advance phase management courses.

STRATEGY

Steps to be taken

- The IGNFA will collect the syllabus of different training instructions (SFS range officers/Forestry Education) and will review the training imparted to IFS officers through workshops organized under Ford Foundation.

- The IGNFA will try to find out the importance being given in these two aspects in different institutions/training colleges - Through workshop organized under Ford Foundation.

- The IGNFA will identify the gaps particularly in these two aspects and will develop methods to fulfill these gaps - Post workshop activity including study visits.

- The IGNFA will develop the review of training imparted to IFS officers to the Academy - Post workshop activity including study visits.

- The IGNFA will develop or design mechanism or methodology for inputs in these two aspects and deliver training modules to IFS officers (P) in the Academy - After study visits.

- The IGNFA will devise monitoring mechanism through constant feedback of training session - After study visits.

- The IGNFA will develop and set in process sustain feed back system from stakeholders of IFS training in states - Phase II of Project.

Proposed Activities

The process of feedback and monitoring of training involves introspection of existing feedback mechanism and evolving appropriate criteria and indicators to enable quality assessment of delivery mechanism. This needs activity interaction among trainers and trainees in Post - Training period. To begin with, zonal workshops will be designed to identify the major issues related to gender and participatory forest management. The needs of stakeholders from state departments and the Academy will documented. This will be collated and analyzed to yield simple ways to design the training.

Indira Gandhi National Forest Academy would also monitor on the job training impacts in terms of leadership, management and participatory and capacity building skill developments within the forestry sector as the IFS Probationers return from OJT for advance phase of their training. The methodology will be devised after researching basic inputs

from the study tour (National/International) of the faculty members during which institutions imparting Professional Training to Forest managers will be visited to learn how monitoring and review of their delivery systems are devised to upgrade the training packages efficiently.

During the current year Zonal Workshop of Eastern Zone will be held at Bhubaneshwar covering Bihar, Jharkhand, Orissa, West Bengal, Northeastern States Including Sikkim and workshop for South zone will be organized at Coimbatore covering Tamil Nadu, Andhra Pradesh, Karnataka, Kerala and Pondicherry. A final (National Workshop) workshop will be held at Dehradun after compiling the proceedings of zonal workshops for finalization of the approach for these two aspects of forestry for the training syllabus and monitoring devices.

To train the trainers in delivering effective training to IFS officers in these two aspects or to develop/improve methodology for training at IGNFA certain Universities or Institutions from different countries will also be consulted and the faculty from IGNFA will be sent abroad for two week training on methodology in these two aspects in the concerned Universities or Institutions. This is only for the faculty members of the IGNFA with a condition that the concerned faculty after coming from training will serve atleast one year in the Academy and will provide the forestry inputs to the IFS (P) and in different AFM Courses / training courses.

S.No	Activity	Tentative Time Schedule
1	Collection and review of syllabus of different Training Institutions (IGNFA.SFS College/RC/ different Forestry Institutions and Universities)	November - January 2003
2	Zonal Workshops D. Bhubaneshwar - Eastern Zone E. Coimbatore - Southern Zone F. Dehra Dun - National Workshop	November, 02 - January 2003
3	Study Visits of Faculty Members of IGNFA related to the project	February - March 2003*
4	Publications (Compilation of proceedings and papers related to workshops)	March 2003 - April 2004*

- likely to be extended in the next financial year i.e 2003 - 04.

Expected Outputs

The IGNFA will develop capacity of its faculty to deliver the training as well as the training modules on Gender Analysis and Participatory Multiple Use Forest Management which will suggested for incorporation not only in the syllabus of IFS Probationers but also for the in service courses of senior forest officers. The methodology and delivery of these two subjects will be reviewed very closely and positive suggestions from lateral levels will be incorporated. It is proposed to plan an initiative to regular monitor the delivery of training in the Academy so that it is institutionalized.

Present Syllabus of JFM (People &Forest) for the IFS (P) at IGNFA (amended in Oct., 1995)

People's participation in forest management - concept to commissioning and review. Management of local community action, forest management strategy, social forestry programmes & Joint Forest Management Programme (JFM). Various strategies, micro level planning and participatory rural appraisal. Monitoring and evaluation of JFM. Behavioural dimensions in people centered forest management. Forestry extension - communication extension work; Programme, planning and methods. Management of extension organization.

Topics related to the in-service Training Courses

1. Assisted Natural Regeneration & Gender issues in forestry
2. Gender Analysis and TOT Package for JFM
3. JFM in Tamil Nadu
4. JFM Scheme & Document for 10th Five year plan
5. JFM with difference
6. JFM scheme for 10th Fiver year plan
7. Foresters & NGOs.
8. GWE : Joint Forest Management : Future Strategies.
9. GWE : JFM - Vision 2020.

CURRICULUM OF B.Sc. (FORESTRY) SYLLABUS RELATING TO PARTICIPATORY FOREST MANAGEMENT

Prof. K. S. NEELAKANTAN, I.F.S.
Dean
Forest College & Research Institute
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Mettupalayam - 641 301.

The following details are included in the existing curriculum of TNAU in the 1999 syllabus.

a) FOREST MANAGEMENT AND WORKING PLAN (2+1)

Practical

- Joint Forest Management - principle and methodology citations with reference to India in particular - Tamil Nadu

b) AGROFORESTRY AND SOCIAL FORESTRY (1+1)

Practical

- Visit to a village and assessing the needs of fuel, fodder and green manure for the village through sample survey - assessment of their participation in social forestry project

c) RURAL FORESTRY WORK EXPERIENCE (0+12)

Objectives

- To understand socio-economic and institutional aspects of a village ecosystem

Activity

- Socio-economic and institutional aspects of rural life - (Participatory Rural Appraisal)

Field observation

Agroforestry and Social Forestry Practices

- Interview the tree growing farmers of the study area
- Discuss the difficulties of tree farming: Acquire the knowledge on agroforestry practices adopted by farmers and give suggestions to them, if need

- Social Forestry Components of Forest Department
- Impact of Social Forestry project and Interface Forestry in Tamil Nadu

Socio-economic and Institutional aspects of rural life (PRA)

- To study the physical environment of a village like location, rainfall, area, map, water sources, etc.

- To study the social environment of a village like demography and population, educational status report, employment / unemployment status report, other aspects of rural life

- To study the livestock and production of animal husbandry products
  To study the economic aspects of a village i.e. co-operative society, marketing system, animal husbandry, small and cottage industry, village craftsmen, tree farming, etc.

- To study the reforming and restricting of rural institutions like Village Panchayats, NGOs, Youth organization, etc.

- Collection of information about the village and nearby forest area
- Collection of information on farmers / villagers' participation in tree farming
- Planning training programs for farmers, farm women and youth
- Conducting visits to farmers' fields, organizations or other NGO's

CURRICULUM PROPOSED IN THE REVISED SYLLABUS 2003

In addition to continuing the above syllabus of the 1999, in view of the importance for Participatory Forest Management, the following practicals are proposed in the revised syllabus to be implemented from 2003.

FOREST POLICY, LEGISLATION AND PARTICIPATORY FOREST MANAGEMENT (1+1)

Practical

- ☞ National Forest Policy 1988 - Joint Forest Management - Involvement of women - land use - timber - non-timber products - sustainable forest management -industries
- ☞ Introduction - Forest ecosystem service - role of forest management - traditional forest management - forest dependence - suitability to the present situation - comparison of TFM, JFM
- ☞ Evolution of participatory management - farm forestry - Arabari experiment - Sukomajri model - extension forestry - community forestry - social forestry - Interface forestry - Tamil Nadu Agricultural Department project - Eco development - Tamil Nadu Afforestation Project
- ☞ Comparative analysis of the concepts and implementation of the above programme - visit to Target village and study on culture, religious - community gender issue - economic status of forest dependence.
- ☞ JFM and Forest Policy - Constitution (73rd Amendment) 1992 and their influence on social institution and participatory approach - GOI guidelines 1990 and 2000
- ☞ Visit to target village - the need - concept - social institution - Panchayat Mahila Mandal - Non-governmental organization - Joint Forest Management Committee - Executive Committee - their role - legal status
- ☞ Visit and study on benefit sharing - Buffer zone activities - Women's involvement - Memorandum of understanding
- ☞ Visit to village and conduct field exercise on appraisal technologies RRA, PRA, PLA
- ☞ Visit to village and preparation of micro plan - planning - concept - feature of micro planning
- ☞ Visit and preparation of micro plan for the targeted village
- ☞ Visit to the target village - where JFM (TAP) implemented in I phase - assessing the impacts due to JFM - through ground water table increase and biological change through sample data
- ☞ Visit to the target village where JFM (TAP) implemented in the I phase - study the impact on sociological through land use and village profile data
- ☞ Participatory evaluation and preparation of analytical report - feature strategies and recommendations for implementation
- ☞ Case study - Tamil Nadu Scenario - comparison with Indian Scenario.

NOTE ON "TRAINING REQUIREMENTS AND CURRICULUM OF PARTICIPATORY FOREST MANAGEMENT AND GENDER ANALYSIS"

K. P. M. PERRUMAHL. I.F.S
Conservator of Forests (Training) and Dean
Southern Forest Rangers College,
Coimbatore

1. Introduction

The forestry training programmes formulated to train various grades of officers at the entry point were structured to equip them with technical skills required for managing the forests to achieve the objectives enunciated in the National Forest Policies. The pre - independence National forest Policy of 1894 and first National Forest Policy of Independent India adopted in the year 1952 were similar in many respects mostly giving importance to revenue-oriented management. Though the objectives of management mentioned about meeting the demands to local people in respect of fuel, fodder and small timber there was no mention about involvement of these locals in forest management.

The objectives of managing the forests in the country and the strategy adopted to achieve these objectives have undergone drastic changes as a result of new National Forest Policy adopted in the year 1988.

2. `The need for restructuring the Training Programmes

The new National Forest Policy declares that " The Principal aim of Forest policy must be to ensure environment stability and maintenance of ecological balance including atmospheric equilibrium which are vital for sustenance of all life forms, human, animal and plant. The derivation of direct economic benefit must be subordinated to this principal aim". The approach suggested to be adopted in achieving the management objective by the National Forest Policy is that "The People will be actively involved in programmes of protection, Conservation of Management of the Forests". As a consequence to this policy and approach the Government of India have requested all the state government to implement Joint Forest Management concept. Joint Forest Management means managing the forests with the involvement of local people. i.e. local stake holders. This change in management objectives and approach and strategies to be followed to achieve this objective has

necessitated restructuring of the training programme and formulating syllabus on JFM concept and Gender analysis.

3. **Revised curriculum and syllabus for various training institutes other than IGNFA awaiting approval of the government of India.**

Recently I happened to go through the revised syllabi for the training programmes of SFS officers, Range Forest Officers, Foresters and Forest Guards which have been drafted by a committed headed by Sri.S.K.Prasad I.F.S., Principal Chief Conservator of Forests, Research, Lucknow. Though the revised curriculum proposes a subject titled JFM the syllabus does not contain anything about participatory approach or stake holders role in forest management.

4. **Curriculum and syllabus followed in the training institutes of Tamil Nadu**

In Tamil Nadu there are two training institutes. The SFRC at Coimbatore which was imparting induction training to the directly recruited Rangers mainly from Southern States till 1987 under the control and supervision of Government of India was handed over to the Tamil Nadu State in 1990 consequent to the policy decision of the Government of India to leave the responsibilities of imparting training to the Rangers to the concerned State Government. Since there is no direct recruitment of Rangers during the past 12 years in Tami Nadu and since the other Southern States are not willing to depute their directly recruited Rangers to Southern Forest Rangers College and to share the training costs on prorata basis, the Tamil Nadu State is now utilizing this institute for giving 6 months refresher training to the Rangers & Foresters of the State. These Rangers and Foresters are promotees. Apart from this, theme based shorter duration (3 days to one week) training programmes are conducted for officers and staff upto the level of District Forest Officers on various subjects like JFM, PRA/PLA, Micro planning, Watershed Management Planting stock improvement etc.

In Tamil Nadu Forestry College at Vaigai Dam training is given for 6 months to the Forest Guards. All the Forest Guards of this department have to undergo this training compulsorily.

Syllabus & Curricula Pertaining to JFM and Gender analysis

The training courses conducted both at Southern Forest Rangers College, Coimbatore and Tamil Nadu Forestry College, Vaigai Dam give due recognition and importance to JFM concept. However there is no mention about gender issues as such. The syllabi on JFM for different courses followed in Tamil Nadu Forest Department are appended.

NEED FOR REVISION OF SYLLABUS FOLLOWED IN IGNFA

i. Joint Forest Management:

The IGNFA has included these aspects in its syllabus under a new subject entitled as "People and Forestry". This has been done in the year 1995. Since then the strategies of JFM have undergone drastic changes. The Government of India has issued fresh guidelines in the year 2000 to be followed by State Governments. This necessitates the revision of syllabus, since the existing one is not adequate.

ii. Gender Issues

JFM means the involvement of stakeholders in forest management. The major group of stakeholders in forest management is the women group. They are the ones who are dependent on forests for firewood and fodder. Apart from collecting firewood and fodder for meeting domestic needs they go to forests to collect MFP for wages. Any decision on Forest Management will have direct bearing on this stakeholders group. Realizing this, the Government of India and the State Governments have framed guidelines to include women in JFM committees in its executive committees. Under these circumstances it has become imperative to give its due place to gender issues in the syllabi and curriculum of various training programmes.

6. Frame work for syllabus for IGNFA in respect of joint forest management and gender analysis

i. Participatory Forest Management

Historical background of Forest Management in India. Management objectives - Approach and strategies envisaged by National Forest policies - Analysis of the result of

management practices, approach and strategies - changes in management objectives - approach and strategies brought out by 1988 National Policy - Genesis of participatory approach/JFM concept and scope of JFM - comparison of Traditional Forest Management with JFM - Attitudes of Traditional Forest Management Foresters Vs Joint Forest Management Foresters - challenges facing present day Foresters need for change in attitude - Different strategies and approaches in JFM - and benefit sharing - JFM committees - Empowerment of JFM Committee/Sustainability of JFM committees - Role of Women in JFM - Role of NGOs in JFM - Strengths and weakness of community management system.

Constitutional (73rd) Amendment 1992 and their influence on Social Institution and Participatory Approach - GOI Guidelines 1990-2000.

Case studies of Forest Protection and Management of Forests under JFM. Micro planning - PRA/PLA approach monitoring and evaluation of JFM.

Practicals

PRA/PLA Exercise

Micro Plan preparation

ii. Gender Issues

Forest dependent populations - Tribal and non tribal population - their dependence on forests - women as forests stake holders. Effects of Forest Management decisions on women forest dependents.

Role of women in Forest Protection and Management - Role of women in Participatory Forest Management - Women self Help Groups in Forest Protection, improvement and management - Women's integration into forestry development - Legal equality and equal access for women to productive resources

Women in Forest Service - The need. Nature of job whether suitable to women. The cultural back ground of women officers who get recruited to in IFS & SFS and their physical suitability for field work - The desirability to have women Forest Guards, Forester & Forest

Range officer - the minimum percentage - etc. Examples of women in forestry abroad.

7. Dove tailing the proposed syllabus on JFM and gender analysis in to the existing syllabus

The Joint Forest Management syllabus can be brought under the subject "Forest Management". Under the subject Forest Management lot of time is spent on teaching "yield regulation in forests". These yield regulation concepts have now become obsolete and these concepts are hardly in vogue. The time allotted for teaching these concepts can be used for JFM concept.

ii. Gender Analysis

This can be brought under the existing subject " People and Forest". The JFM concept included under this subject may be deleted since they will be covered under Forest Management. Apart from including "Gender Analysis" under this subject 'tribal sociology' and their welfare also can be specifically added to this subject.

TAMIL NADU FORESTRY COLLEGE - VAIGAI DAM
SYLLABUS FOR SIX MONTHS FOREST GUARD COURSE

SUBJECT : JOINT FOREST MANAGEMENT

1. Introduction

1.1 Definitions and Concepts - Scope - Necessity of Social Forestry (Economic - Environmental - Recreational and Aesthetic aspect of Social Forestry)

2. Components of Social Forestry

2.1 Agro Forestry - Farm Forestry - Urban Forestry - Recreational Forestry (With Choice of species)

2.2 Strip plantations along Road - Canal & Railway line

2.3 Community plantation - Role of community Development

2.4 Nurseries - Decentralized - Kissan -School - Mahila

3. Motivation and Extension

3.1 Local Custom - Tradition -Social Differentiation and stratification - Communication

3.2.1 1961 Farm Forestry Project

3.2.2 1974 Extension Forestry

3.2.3 1981 SIDA Aided Social Forestry Project

3.2.4 1988 Interface Forestry

3.3 Farmers Camps - Nature Education Camps - Forest Protection Camps

3.4 Handling and Demonstrating Posters - Charts - Photos - Visual Aids etc.,

3.4.1 Tamil Nadu Afforestation Project

3.4.2 1988 Indian Forest Policy

3.4.3 Difference between Traditional Forestry and Joint Forest Management

3.4.4 People participation in forestry - Participatory Forest Management - Participatory Learning and action - Comparing with PRA & RRA

3.4.5 **Need and Role of Community in Forest Regeneration And Protection**

3.4.6 **Identification of programmer village and assessing their needs**

3.4.7 **Village Forestry Council - Benefit sharing - Memorandum of understanding - executive committee - Village Development Fund - Role of Forest Department**

3.4.8 **Role of Village Forestry Council in Forest Protection - Role of N.G.O's- Role of Tree Grower's - Co-operative societies in forest management**

3.4.9 **Micro planning - Definition - Techniques for collection of Data-Information by involving people in planning Micro plan**

3.4.10 **Role of Forest Officer - Forester - Forest Guard in Joint Forest Management.**

SOUTHERN FOREST RANGERS COLLEGE - COIMBATORE
SYLLABUS FOR SIX MONTHS RANGER'S COURSE

SUBJECT : JOINT FOREST MANAGEMENT

1. Joint Forest Management and Traditional Forest Management
2. Joint Forest Management Definition, Origin and Evolution
3. Joint Forest Management Goals and Strategies
4. Participation in Joint Forest Management
5. Empowerment in Joint Forest Management
6. Partnership in Joint Forest Management
7. Holistic Development in Joint Forest Management
8. Stake holder Management in Joint Forest Management
9. Sustainable Forest Management in Joint Forest Management\
10. Joint Forest Management related concepts
11. Joint Forest Management and biodiversity conservation
12. Medicinal Plants Conservation and Development in Joint Forest Management
13. Joint Forest Management Policies and Guide lines
14. Practices of Joint Forest Management in Tamil Nadu
15. PLA Concepts and methods
16. Micro planning concepts for fuel wood and fodder

SOUTHERN FOREST RANGERS COLLEGE – COIMBATORE
SYLLABUS FOR SIX MONTHS FORESTER'S COURSE

SUBJECT : SOCIAL FORESTRY & JOINT FOREST MANAGEMENT

1.1 General

1.1.1 Definition and Concept

1.1.2 History of various concepts of social forestry in Tamil Nadu

- 1960 Farm Forestry
- 1974 Extension Forestry
- 1981 SIDA
- 1988 Interface Forestry

1.1.3 Social Forestry - Vis-a-vis- Traditional forestry

1.1.4 Importance of social forestry as a tool for Local Community Development

1.2. The Social Forestry Project

1.2.1 An outline of Social Forestry Projects in State

1.2.2 Different methods of Social Forestry Plantations, their Production & Management

1.2.3 Plantation techniques adopted for different Social Forestry plantations

2.1. JOINT FOREST MANAGEMENT

2.1.1 Definition and Concept

2.1.2 History of various concepts

2.1.3 Participatory Learning and Action & Micro Planning Exercises

2.1.4 Identification of Programme Village and TAP Methodology

2.1.5 Village Forestry Council and Benefit sharing

2.1.6 Water Augmentation & Zonal planting.

NEED AND APPRAOCHES TO ENGENDER FORESTRY EDUCATION

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The significant contributions of rural and tribal families, particularly women to conservation, selection and enhancement of agro bio-diversity, and the forest have by and large remained unrecognized and unrecorded. Hence it is observable that, than in any others contexts of development, the concerns in forest development remained to be perceived as 'male prerogative' keeping women aside and away from the purview of its policies and management programmes till recently. Even though of late there are efforts to count and include women also as a party, the contributions of women and their reliance on forest based livelihood opportunities is still invisible to the majority of the personnel involved.

Presence and Dependence of Women and Men in Forest

It is a fact that in the rural areas still the food baskets of the poor and ethnic communities remain to be almost dependent on the forest resources. Women are mainly the gatherers of tubers, leaves, fruits, nuts etc. Even though men are mainly the hunters women also accompany them and join for small animal capture and fishing. Women are mainly responsible for collecting water and fuel from the forests; they along with men do take part in the harvests of NTFPs like seeds, lac, resins, honey, medicinal plants etc., which form the major source of family income. The traditional wisdom and knowledge they possess about the biodiversity, fauna and flora and the approaches in conserving, harvesting the produce is rich and valuable. But the development policies and approaches, often seems to forget these mutual relationship of the forest and its 'original people' especially the presence of women and their needs. Hence the development approaches and the personnel responsible for development are still mostly " gender blind" i.e., being blind towards the differential gender roles, gender interests and gender needs. Mainstreaming gender in this sector naturally demands the basic necessity of reforming planned interventions and policies on the basis of gender analysis of the situation, which can very well reveal the ways in which the forest is

a source of livelihood for the families (who may be tribal or others settlers who are in the fringes of the forests). The exposure on who does what and the associated issues of access and control of men and women on the resources and benefits can very well sensitive the personnel about the gender issues involved. The personnel should also be aware of the associated gender needs of men and women and how the forest protection interventions and management should be made participatory and friendly to these men, women and their children. These revelations can also form the basis on which these stakeholders can be made aware of their own responsibilities against deforestation and to become the social fence and party in the participatory forest management. The recently changed approaches in the forest sector through JFM/PFM really are appreciable and reflect the slow shift happening in the mindset of the personnel towards the need of gender equity and sustainable development. Against this background the three interconnected subsystems of development in NRM and Forest-research, education and extension - are to be examined and agenda are to be reset. The systems have largely confined to rigid frameworks and exotic technologies and ignored the human face, social ethics and related regional issues of sustainability. But it should also be identified that majority of the development personnel being not from rural background, are not in a position to realize the realities and dynamics of rural social system. Lack of enough female representation in the different cadres in the system is also aggravating the observed gender insensitivity.

How far the present Education and Training Programmes are effective to build Gender Perspective among the Future Development Staff?

In the engendering context how far the B.Sc. Forestry programme is sufficient to make the forestry students or the future forestry development personnel to bother about the "people"? How far the different courses are providing opportunities to the students to get awareness on the realities of the forest situation and how far the programme is building the necessary orientation on ecological balance, social values, ethics and human perspective?

This orientation on building the human perspective naturally ask for the insight on the relationship of the forest -NRM - and biodiversity system with the livelihood opportunities and food security of human beings and their interventions in the forest and its fringes.

- At macro level this demands attention to be focused on how the course is orienting the students to see and learn how NRM and rural development are integrated and mutually dependent.
- At micro level this demands to analysis whether the programme is enabling the students to develop awareness and concern for the communities who are directly dependent on the forest-the tribal communities - the villages and villagers in the fringes of the forest and their dependence on the forest and how the forests area are to be conserved and developed or destructed, how to make the management a participatory one?
- Are they enabled to identify the stakeholders and their target groups?
- Are they able to understand that taking apart human component, technologies and management programmes cannot stand-alone and hence the development efforts are to be human centered?
- Are these concerns built in the programme as integrated or are they standing apart without the needed connection - To put it more simply are they enabled to identify the human faces behind the technologies and programme.
- If so are they able to identify how men and women are involved, their differential gender roles, constraints and needs?
- Are they able to identify how the development interventions are creating the negative gender impact due to the gender insensitivity?
- Are they being oriented to the skills for gender analysis and gender concerns?

An analysis of the course content of the B.Sc Forestry Course in Kerala Agricultural University as part of a FAO project on Engendering Agricultural Education, which is just completed, the author has made the following observations.

The different disciplines of the course programme cover the technological content well along with some orientation as social sciences. Multi-module field training on the various aspects of forest management is also there. But a clear lack of orientation on the emphasis of human component and the needed gender perspective in the forest management is evident in the whole curriculum. This was further revealed in general about all the UG courses of the University during the discussions with the scientists and students, as part of the project. Hence in KAU not only for the Forestry programme but also for all UG programmes the following engendering efforts in agricultural education are being introduced.

1. Introducing one introductory course on Human Perspective in Agriculture in the first year of UG programme.
2. To integrate gender concerns into the relevant disciplines/courses so that the technical know how is imbibed by the students along with the social and human concerns involved.
3. To provide elective courses on gender and development.
4. To integrate gender issues in community out reach, NSS and cultural programmes.
5. Capacity building of the Scientists for gender responsive teaching, research and extension.
6. Gender responsive TOT programmes and training programmes for development personnel

The course content of the introductory courses should be formulated in such a way as to facilitate necessary orientation to the students in the real field through appropriate pedagogies along with Human Perspective, gender concerns in agricultural development - concepts and approaches, gender analysis- Gender Impact and Gender Sensitivity etc.

Of the 80 courses being offered, there are about 35 courses in which the relevant gender concerns can be built in or integrated for discussions/or for field exposures to the students. In such an effort for integration of the gender concerns, the following dimensions may be looked into-

- Whether the topics of the courses are connected with an issue on the physical participation/decision making of men and women?
- Whether the topics are related with the communities' food security, occupation, livelihood, and income generation?
- Whether the topics are related with the social / traditional habits / norms / beliefs etc. of the localities?
- Whether the topics are of any connection with the old or new institutions in which the locals should participate?
- Whether the topics are related to the human interventions, skill/efficiency traditional wisdom etc related to the ecosystem?
- Whether the topics are related to the silvicultural / agroforestry practices of the locality?

- Whether the topics are related to the harvesting habits (forest based resources)/ health hazards of the community involved?

- Whether the topics are related to the issues of biodiversity, resources constraints, related technology development/efficiency improvement, technology transfer, infrastructure development, group action building? etc.

Needless to say, to bring about this type of an analysis and action on engendering of the curriculum, there should be enough ground work of participatory research to identify regionally relevant gender concerns and issues, capacity building in gender sensitivity among the scientists and administrators, related policy changes, high institutional commitment and convinced leadership.

GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT POINT WISE BACKGROUND NOTES FOR DISCUSSION

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1. The concept of Gender

What exactly Gender is concerned with?

Gender does not concern only women but the unequal social relations between women and men.

Points for discussion

How social un-equalities between men and women influence national resource utilization and management?

1. Do gender has powerful influence on how resources are managed?

Yes. In almost every society, women are responsible for maintenance of complex ecosystems and specific species that support agriculture, fisheries and forestry. Because of their greater affinity to microenvironments and bio-resources, they have a greater role to play in managing them. They are the repositories of rich indigenous knowledge about local biodiversity accumulated over centuries adaptation and transmission from generation to generation.

We have examples from every region of our country to quote the importance of women in ensuring household resource security.

Ex.: Uppage - *Garcinia gummigutta*, an important NTFP is collected and processed by women.

2. What all should be included in "gender analysis"?

i. What are the different tasks performed by men and women in maintaining forestry?

ii. What are different levels of control over productive resources by men and women?

iii. What are traditional knowledge they posses? (in resource use and maintenance)

iv. What are the relative weightage given for work of 'men' and 'women' while measuring productivity?

Perhaps in all the regions of country where forest management is jointly done, women perform different roles than men and greater quantity but have lesser control over productive resources and their work is not 'counted'.

The curriculum should address these issues very effectively.

3. **How to make training effective on addressing Gender related issues?** (in other words how to make gender sensitive approach in JFM?)

i) Firstly appreciate the active role played by women in bio-resource conservation.

ii) Recognize the disproportionately higher responsibilities thirsted (naturally or customarily) on them in bio-resource management.

iii) Make efforts to ensure women's voices (which normally remain mute) are heard during village studies, public hearing etc.

iv) Ensure open discussion and analysis and design effective mechanisms for equitable distribution of the local benefits among men and women.

v) Ensure institutional structures responsible for their greater women participation is itself gender balance.

vi) The training should consists of activities that enable the participants to recognize women of upper socio-economic status enjoy major greater power, lesser responsibility, while women of lower stratum are the 'typical down trodden' gender.

vii) Should recognize that tangible benefits in the hands of women are 'utilized' for family welfare; while that in the men is liable to be 'spent' on unnecessary items.

CURRICULUM AND TRAINING EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY MANAGEMENT- A NOTE WITH REFERENCE TO KARNATAKA

R. Uday Kumar, I.F.S.
Conservator of Forests
Training and Eco Tourism,
Dharwad

1. Introduction

Karnataka has a total geographical area of 1,91,773 km^2 of which 38,284 km^2 constitute forests making it 20% of the geographical area. Despite such a large area, the state investment in Forestry sector has never been more than 2.4% of the State's Annual Budget (State Forestry Action Programme (1997-2017), Karnataka Forest Department, 1996).

The Karnataka Forest Department has total sanctioned posts of 12,110 (as on 31-12-2001) of which only 10,118 are filled, comprising of 9611 Male and 507 female employees (Annual Report 2001-02, Forest Department). This brings out the fact that 94.9% of the employees are Males showing a clear Gender bias.

2. Why Training?

For any organization to perform effectively, it needs the support of trained and motivated staff. This is the essence of Human Resource Development (R.U.Kumar, 2000). Basic training is imparted to technical staff after their recruitment. The need for refresher courses to in service officers was not appreciated till the Training Support Team (TST) constituted in 1996 under Mr.Philip Dearden under the ODA aided Western Ghats Forestry Project came up with its recommendations. The team observed that, the syllabus of Forest Guards and Foresters needs to be updated and they are to be imparted short and special courses on JFPM concepts, PRA exercises and Gender issues besides other issues.

3. Karnataka State Training Policy (1997)

The Karnataka State in its Training Policy of 1997 lists the following objectives:

- Training for all
- To make training mandatory
- To enforce the allotment of budget by each department
- To enforce the systems approach to training
- To create central networking agency in order to co-ordinate, guide the departments and all training institutions in the state
- To develop panel of expert trainers
- Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations
- Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done and bringing about the right attitudinal orientation
- To change the training from Supply-led to Demand-led system
- To focus on need based training
- Strengthening of training institutions, their infrastructure, enlargement of faculty
- Development of a major "Training and Learning Resources Centre"
- To designate Training Managers in all departments
- To focus on "On the Job Training"
- To set up a professional centre for "Certification" of training
- To enable the State Government to take initiative and make approaches, to Heads of Departments, Subordinate Officers, Managers, Employees, Staff Associations and Training Institutions, to redress negative attitude to training and formulate development strategies and policies at all levels
- To review the training development needs of all the employees regularly
- To conduct the training needs analysis and develop appraisal and evaluation system.

However the policy does not refer to gender issues in particular.

It was on the insistence of donor agencies of externally aided projects, several short term courses were organized by the Forest Department to gender sensitize the staff. Services of NGOs like MYRADA, OM Consultants and others were engaged for this purpose.

4. Role of the Training circle

In the year 1996, a post of Conservator of Forests (Training and Ecotourism) was created with head quarters at Dharwad and a new Training Circle was carved out encompassing five training centres at Dharwad, Tattihalla, Bidar, Kadugodi and Kushalnagar. Of these, the training centres at Bidar and Kushalnagar impart 6 months basic training to the Forest Guards and the training centre at Tattihala impart one year basic training to Foresters and 6 months to Forest Guards. The training Centre at Dharwad also called the Forest Training Institute, one at Kadugodi also called FTATI and the Training Centre at Tattihalla impart several short-term refresher courses to staff on varied subjects. The Conservator of Forests (Training and Ecotourism) heads the circle and controls the over all administration of these institutes. It would be worthwhile to get to know a few details of these institutes for a better understanding.

a. Trainings at FTI, Dharwad

In the current financial year, a total of 19 trainings spanning over 75 days have been conducted (upto to 15-11-02) on issues like office procedure, JFPM, Forest Protection, Legal issues in dealing with encroachment of forestlands etc. These were attended by field and office staff and VFC members. A total of 708 people were trained of which 77 were women. However no trainings on gender issues were conducted.

b. Training at FTATI, Kadugodi

A total of 20 trainings spanning over 74 days were conducted (upto 16-11-02) on issues like JFPM, KCSR and Office Procedure, Legal issues etc. The trainings were attended by office and field staff and VFC members. A total of 724 people were trained of which 30 were women. However no trainings were conducted on Gender Issues

c. Trainings at Training Centre, Tattihalla

A total of 17 trainings spanning over 54 days were conducted (upto 2-11-02) on issues like JFPM, Medicinal Plants Conservation, Nursery Techniques etc. The trainings were attended by Students, Teachers, VFC members, Nature Club Members, etc. A total of 606 people were trained of which 178 were women. However no trainings were conducted on Gender Issues.

5. The relevance of Participatory Management

The National Forest Policy (1988) under scored the need of involving people in forest conservation and management. The Joint Forest Planning and Management (JFPM) embodies the principles outlined in this policy document and has since been launched countrywide. On the lines of the 1990 circular of the MOEF, the Government of Karnataka issued a G.O. in 1993 opening up a new era in Participatory Management. Now the practice of involving local people in Forest Management is fully in vogue.

6. Training Curriculum of Field Staff

Foresters and Forest Guards being technical staff are imparted basic training at the training centres. However the syllabus prescribed is of 1972 and needs revision. Sensing this need, a 6 member committee under the Chairmanship of the CCF (WPRT) was constituted in 1998 and its recommendations have been agreed by the Government and a new syllabus for Forest Guards has come to effect from the year 2000. The revised syllabus has incorporated a new paper on Social Forestry and JFPM. However a similar action with respect to the syllabus of Foresters is awaited.

7. The task ahead

The Karnataka Forest Department as on December 2001 had a vacancy of 908 Forest Guards and 277 Foresters. On account of freeze in recruitments, the average age of a Forest Guard had reached 40 years and that of a Forester about 45 years. Sensitizing such elderly staff on Gender, Issues and Participatory Management is a real task.

Many of them have a feeling that they have crossed the age of learning and this to a large extent is a mental block. Lack of trainers / resource persons in the department also adds to the misery. Training all the in-service Forest Guards and Foresters needs lots of money, which is not readily available. The probable way out is to have on the job crash courses not exceeding 3 days for the in-service Forest Guards and Foresters.

The Government of Karnataka has relaxed its policy and has gone ahead in recruiting about 1000 Forest Guards and 250 Foresters in a phased manner and the scenario would change in the next few years. Sensitizing young blood would be far easier than the existing lot.

8. Conclusion

Gender Sensitization and Participatory Management are the need of the hour and the staffs of Forest Department are no exception. The efforts made by the department are encouraging. However, a lot more has to be done to achieve Human Resource Development in its true sense.

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GROUP DISCUSSION ON GENDER ANALYSIS & PFM

"TRAINING AND CURRICULUM EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT"

GROUP DISCUSSION

GROUP I

S.No.	Name and Designation	Position
1	**Mr. K. P. M. Perrumahl, I.F.S.** Conservator Forests & Dean, SFRC, Coimbatore	Group Leader
2	**Ms. Meeta Biswal, I.F.S.** Assistant Professor, IGNFA, Dehra Dun	Member
3	**Dr. B. Parthiban, Ph.D.** Associate Professor , TNAU, Coimbatore	Member
4	**Mr. A. K. Jha, I.F.S.** District Forest Officer, Warangal	Member
5	**Mr. R. Udayakumar, I.F.S.** Conservator of Forests (Training & Ecotourism), Dharwad	Member
6	**Mr. T. V. Manjunatha, I.F.S.** Lecturer, SFRC, Coimbatore	Member
7	**Mr. Venu Prasad** Dy.Conservator of Forests, Training, O/o.PCCF, Chennai	Member
8	**Ms. S. Mangayarkarasi** Asst. Professor, FC&RI, Mettupalayam	Member
9	**Dr. A. Balasubramanian, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Member
10	**Dr. I. Sekar,** Asst. Professor, FC&RI, Mettupalayam	Member
11	**Dr. M. Yassin,** Associ. Prof., FC&RI, Mettupalayam	Member

12	**Dr. M. Gunasekaran,** Professor FC&RI, Mettupalayam	Member
13	**Dr. Dharmaraj,** Professor., FC&RI, Mettupalayam	Member
14	**Dr. M. Paramathma, Ph.D.,** Professor & Head, FC&RI, Mettupalayam	Rapporteur

RECOMMENDATIONS

Group Leader : Mr. K. P. M. Perrumahl, I.F.S.
Conservator of Forest & Dean

* The group felt that gender issues and participatory forest management shall be taught in two separate courses

* At present there is no syllabus on gender issues at IGNFA

Issues

1. Concept of gender
2. Forest dependent population - Tribal and non-tribal population - their dependence on forest - women as forest stake holders
3. Demographic and socioeconomic status - Literacy percentage for men and women among the forest dependent population - Women's role in decision making - The effect of degradation of forests on women
4. Effects of Forest management decisions on women forest dependents
5. Role of women in Forest Protection and Management
6. Legal equality and equal access for women to productive resources
7. Women's integration into forestry development
8. Role of women in Participatory Forest Management
9. Women Self-help groups in Forest Protection, improvement and management of forests
10. Traditional knowledge system - Role of women - patenting - Sovereignty of community knowledge and documentation
11. Women in Forest Service - The need - Suitability of women to the nature of job - The desirability to have women Forest Guards, Forester & Forest Range Officer - The minimum percentage required for specialized assignments
12. The cultural background of women officers who get recruited into IFS & SFS and their physical suitability for field work
13. Examples of women in forestry abroad.

Participatory Forest Management

1. Historical background of Forest Management in India
2. Management objectives - Approach and strategies envisaged by National Forest Policies of 1894 and 1952
3. Analysis of the results of earlier forest management practices, approach and strategies - changes in management objectives over the period
4. Genesis of Participatory approach / Arabari and Sukhmanjori experiments
5. Approach and strategies brought out by 1988 National Forest Policy - Constitution (73rd Amendment 1992) and their influence on Social Institution and Participatory approach - GOI Guidelines (1990-2000)
6. JFM concept and scope
7. Comparison of Traditional Forest Management with JFM
8. Attitudes of Traditional Forest Management Foresters Vs Joint Forest Management Foresters - Challenges faced by present day Foresters - Need for change in attitude
9. Different strategies and approaches in JFM and benefit sharing
10. JFM committees - Empowerment of JFM committee / sustainability of JFM committees
11. Role of women in JFM
12. Role of NGOs in JFM
13. Strength and weakness of community management system, conflict resolution
14. Eco development concept
15. Eco development Vs JFM
16. Case studies on Forest Protection and Forest Management under JFM approach
17. Micro planning - PRA / PLA approach
18. Monitoring and evaluation of JFM process.

METHODOLOGY

Gender issues

a) Theory classes

- ✿ Class room discussion
- ✿ Guest lecture by Anthropologists / Social scientists
- ✿ Discussion with self help groups
- ✿ Interview schedule preparation to assess gender sensitivity

b) Practical classes

- ✻ On the job training, preparation of paper and presentation in the academy pertaining to gender issues
- ✻ Gender games
- ✻ Employing structured interview schedule for collection of data from JFM villages
- ✻ PRA techniques.

Participatory Forest Management

Methodology

Theory

Classroom discussion

Self study

Guest lectures

Practicals

Assigning project work	-	Academy
Group Discussion	-	Academy
Field visits	-	Academy

Paper presentation on the following

1. PRA / PLA Exercise	-	OJT
2. Micro Plan Preparation	-	OJT
3. Case Studies	-	OJT
4. Film show / Video	-	Academy

Developing feed back mechanism to assess the quality of training imparted on the issues (developing criteria and indicators)

Gender issues and participatory forest management

Criteria	Indicators
Level of knowledge	Change in perception
Attitude	Change in attitude
Internal valuation	Marks / grades obtained
External valuation by trainer during OJT - Micro plan prepared	Grades obtained
Quality / relevance of training	Feed back from trainee

GROUP II

S.No.	Name and Designation	Position
1	**Mr. B. Basappa, I.F.S.** Chief Conservator of Forests, Karnataka	Group Leader
2	**Mr. Sandeep Sundriyal, I.F.S.** Associate Professor, IGNFA, Dehra Dun	Member
3	**Dr. P. S. Geethakutty, Ph.D.** Associate professor, Kerala Agricultural University	Member
4	**Mr. Amarnatha Shetty, I.F.S.** Conservator of Forests, Palghat Circle	Member
5	**Dr. Venkatapirabhu, Ph.D.,** Assistant Professor(Extension), TNAU, Coimbatore	Member
6	**Mr. T. P. Raghunath, I.F.S.** Lecturer, SFRC,Coimbatore	Member
7	**Dr. M. P. Divya, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Member
8	**Dr. K. Kumaran, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Member
9	**Dr. K. Bhavanisankar, Ph.D.** Associate Professor (Hort.), FC&RI, Mettupalayam	Member
10	**Dr. P. Balasubramanian, Ph.D** Professor of Nematalogy, FC&RI, Mettupalayam	Member
11	**Dr. S. Thiageswari Ph.D.** Assistant Professor, (SS&AC) FC&RI, Mettupalayam	Member
12	**Dr. P. Subramanian, Ph.D.** Associate Professor (Economics), FC&RI, Mettupalayam	Rapporteur

RECOMMENDATIONS

Group Leader : **Mr. B. Basappa, I.F.S.**
Conservator of Forests

After having thread bare discussions and deliberation coupled with experience sharing with the officials of forest department, along with the academic experiences of the teachers, the group has come out with a detailed and elaborate course outline for the benefit of IFS officers. To the maximum possible the components of the syllabus outline were enumerated in sequential order. The groups' hope that the content would be of more pertinent to the requirements of IGNFA.

Course outline

A module on "Gender issues in Forestry"
(Sessions for the gender - common and group work discussion - one session - 2 hours)

1. Human components on NRM and Forest Management - Dependence of local people on forests - (Roles, contributions, dependence of rural families on Forest)

2. Gender perspective and orientation - Need, its relevance in forest management (1 & 2 in one session including guest lecture and interaction)

3. Gender - Gender relations - Gender issues - Gender sensitivity - Meaning - Concepts

4. Engendering process - Self, social institutions and culture (Family, religion, education, media, establishment) (3 & 4 in one session through games, group exercises)

5. Gender analysis (Activity profile analysis, resource analysis, situation cum constraint analysis) (Two practical sessions in the field)

6. Multiple roles of women - Intra household - Inter household - Community - Invisibility and unaccountability - Decision making roles - Need for women empowerment (one field session and interaction with women group)

7. Gender impact analysis - Harvard framework - Moser framework - Time clock analysis - Practical and strategic gender needs - Matrix framework
(One practical session / case studies)

8. Gender sensitive PRA tools - Livelihood analysis - Stake holders analysis - Resource mapping - Transect walk - Time series - Oral history - Sociogram (one field session / video session / FAO video / CD)

9. Participatory appraisal - Gender disaggregated data - Gender budgeting - Gender action plan - Participatory implementation - Evaluation - Outcome (Case study)

10. Resource management and gender issues - Identification of indigenous technical knowledge - Bio-resources - Biodiversity etc. : (Through project work assignment)

11. Access / control of resources and benefits - Evolving gender gaps - Income distributions - Household - Wage structure - disparities in wage employment (one theory and case study).

12. Women forest dependents - Role in forest management - Livelihood - Food - Food security - Poverty - Poverty alleviation - Environmental concerns (Through guest lecture and case study / project work)

13. Employment potentials - opportunities - Income generation activities from household - Wage labourers in NTFP collection and forest based industries. (one parallel discussion)

14. Entrepreneurship - opportunities for entrepreneurial ventures - Attitude of women - Technological access - Skill upgradation, etc. (Through case studies and video sports)

15. Marketing of forest products, NTFPs - Gender inclination to markets - New market demands - Problems in harvesting - Processing - Storage - Export prospects. [one guest lecture + interaction with locality (group work)]

16. Cleanliness of women - Physical hygiene - Safe drinking water - Sanitation - Related aspects

17. Nutrition - Nutritive status - Malnutrition - Deprival of nutrient food - Disparities - Dietary situation - Physical growth

18. Health - Occupational hazards - Operational hazards in collection, handling, loading, mobilization - Drudgery experiences - Ill health, etc. (16, 17 & 18 in one theory session and group discussion).

19. Feudal structure - Land tenure - problems of land alienation - Patta systems - Bonded labour - Chronic indebtedness - Related issues (one theory, review, assignment).

20. Measurement and valuation of work among genders - ergnomics assessment - Variation among genders - Technology generation - Technology refinement - Adaptability - Fabrication of user-friendly devices / technologies / approaches (Guest lecture with video / photo session)

21. Role of non-governmental organizations - its enhancement in forest management - Mobilization - Education - Processes in empowerment

22. Role of Panchayats - its significance in promoting forest management - Co-ordinating the efforts of forest dwellers - its role in empowerment

23. Self-help groups - Effective group formation - Attitude promoting activities - Micro-credit mobilization - Leadership development - Facilitating decision making - Group agreement to undertake tasks and enterprises - Role in empowerment

24. Co-operatives - Co-operative forest societies - Objectives - Forest labour co-operatives - Extent of utilization - Advantages - Limitations

25. Forest laws and its role in empowerment - Formulation of policy framework for forest dependent's upliftment - Extending awareness creation on intellectual property rights (21 to 25 - These three group assignment to be done separately and to be discussed as information sharing in common).

Module on Participatory Forest Management
(Six sessions + Group work)

1. Participatory forest management - Genesis - Meaning - Concept clarification - definition. (one session involving guest lecture and interaction).

2. Resource management and sustainable development - concepts - meaning - ingredients - functional continuity - social integration - community action. (one session)

3. Community management - Joint Forest Management - Social fences - Meaning and importance (one theory)

4. Natural resource management - common properties resource management - meaning and importance. (one theory)

5. People oriented / centered institutions - Social responsibility - Village forest development agency and its significance - Roles and responsibilities - Nature - Structure - Functions. (Group work / Case study)

6. Socio-economic survey on forest dwellers - Needs assessment - Prioritization - Adopting PRA, RRA and PLA techniques (Field session).

7. Preparation of microplan - Formulation - Appraisal on site specific plans (one group assignment)

8. Criteria and indicators for monitoring and evaluation (Theory session and discussion)

9. Participatory evaluation - preparation of analytical report (Project evaluation / case study)

10. Resource sharing mechanism - Concepts and principles (theory + case study)

11. Comparison on social forestry, Interface forestry and JFM (Field project)

12. Legal issues in JFM - Analysis and management (Case study)

13. Social forestry and watershed management - Wasteland afforestation - Nursery management (case study)

14. Analyzing typical cases (case studies) by using Swot method (Strength, weakness, opportunity and threatening) (case study)

Methodology

Methodology spotlights on certain methods to be adopted for studying the above said aspects. It will also analyse in shreds, what promotes and what retards management. It will also bring the issues for contemplations and solutions.

The following are the methods to be used:

1. Qualitative methods	2. Informal interaction
3. Recorded conversation	4. Meetings
5. Class room session	6. Field visits
7. Group discussion	8. Case studies
9. Semi-structure interview	10. Buzzing
11. Brain storming	12. Role playing
13. Skit	14. Photo session
15. Video sport	16. Debate
17. Project work.	

Criteria and Indicators for Evaluation of Curriculum on Gender and PFM

1. Pre-evaluation - Post evaluation - on knowledge and attitudes of the trainers on gender concerns, gender sensitivity, relevance in forest management.

Session wise feedback

2. Session wise interactions on the content, delivery and relevance - Usefulness - Methods - Time - Provisions of materials - Visual aids (Using format / Questionnaire - Relationship to the main topic - Quality-wise - Quantity-wise - Everyday recap - Report on previous sessions and important learning.

Mid-module Assessment

3. Inter-relation of the topic - Developing general orientation - through different topic - Effectiveness of the session - Purpose - Duration / Exposure - Visual aids / presentation - Mode of delivery - Interaction exercises - Different pedagogies / modes - Interaction between faculty and trainees - Module terminal evaluation (same as that of mid-term).

II. Delayed / after feedback

1. Its relevance on the field - On the job training period
2. Application on the field - Improvement / enrichment on their performances - Interactions / feedbacks from the field officers / supervisors - Project report of the probationary officers - Proforma to obtain opinion and view point of supervisors
3. Pre - Post - Attitude checking on gender sensitivity - State level feedback mechanisms of officers - For interactions and suggestions
4. Networking of the various institutions for forest officers training - State level forest colleges - Views - Suggestions - Improvement over teaching methodologies - Identification of resource persons from the field - NGO's - Activists.

Indicators

At field level (through programmes implemented by the Officers)
Gender participation

1. Gender impact of the programmes / approach
2. Percentage of women / men beneficiaries
3. Benefits accrued by men and women categories

4. Budget of the total outlay kept for women gender equity
5. Increase on the role / status / power of women and their participation in decisions / meetings
6. Number of income / employment opportunities created for localities (men and women)
7. Number of women entrepreneurs initiated / established / promoted (SHGs / micro credits)
8. Involvement of local men and women in forest based jobs / businesses
9. Number of issues solved (JFM / local) and friendliness kept with local people

GROUP III

S.No.	Name and Designation	Position
1	**Mr. R. R. Shukla, I.F.S.** Conservator of Forests, Quilon Circle	Group Leader
2	**Mr. A. M.Singh** Associate Professor, IGNFA, Dehra Dun	Member
3	**Dr. S. K.Patil** Director of Instructions (Forestry), UAS Dharwad	Member
4	**Mr. Dinkar DFO,** Gudalur Division,Tamil Nadu	Member
5	**Mr. Rakesh Dogra DCF,** IFGTB, Coimbatore	Member
6	**Mr. K. S. Neelakantan Dean,** FC&RI, Mettupalayam	Member
7	**Dr. A. K. Mani, Ph.D.** Professor and Head, FC&RI, Mettupalayam	Member
8	**Dr. S. V. Kottiswaran, Ph.D.** Associate Professor, FC&RI, Mettupalayam	Member
9	**Dr. T .Kalaiselvi, Ph.D.** Assistant Professor, FC&RI, Mettupalayam	Member
10	**Dr. M. Ayyasamy, Ph.D** Professor, FC&RI, Mettupalayam	Member
11	**Dr. M. Ganeshkumar, Ph.D** Professor, FC&RI, Mettupalayam	Member
12	**Dr. S. Senthilnathan, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Rapporteur

RECOMMENDATIONS

Group Leader : **Mr. R. R. Shukla, I.F.S.**
Conservator of Forests

ISSUES	METHODOLOGY
Gender	☞ No present input ☞ Shall be integrated with PFM
Sensitization ✤ Difficulties in understanding gender & PF	☞ Introducing Basics of Sociology (community, family, their roles and functions) (Class room Sessions) ☞ Case studies, compiled from field ☞ Field visit - exposure to real life situations (E-W-N-S tours)
Learning tools of PRA and Micro planning	☞ Class room teaching ☞ Excursion to village
Gender Roles in PFM ✤ Dependency on Forests ✤ Involvement in Forestry activities - Protection, Afforestation, NTFP management and Production Forestry ✤ Employment ✤ Sharing and use of resources ✤ Maximizing benefits and sharing and use	✤ Class room sessions ✤ Class room and field visit ✤ Class room sessions and case studies ✤ Marketing principles with case studies
Organizational and institutional aspects of PFM	✤ Guidelines, Government orders ✤ Functions of VSS ✤ Formations, duties and responsibilities ✤ Class room sessions with case studies of few states
Sustainability of PFM	✤ Economic development and impact on natural resources Case studies on SHG
Policy and Law	✤ Class room sessions
Externalities issues	✤ Impact on watershed (land use)

OJT ASSIGNEMENTS TO ADDRESS EFFECT OF PFM ON PEOPLE AND FORESTCRITERIA AND INDICATORS (ASSESSING INPUTS)

Feed back Mechanism

Internal

- Instant feedback from classroom
- Feed back after field visit / excursion
- Brainstorming session
- Questionnaire about Gender Sensitivity - Initial
- Questionnaire about Gender Sensitivity - Final

External

- Field experience sharing
- Group Discussion - Presentation
- Panel Discussion - Evaluation by Experts

GROUP IV

S.No.	Name and Designation	Position
1	**Dr. R. Annamalai, I.F.S.** Field Director, Tiger Project, Tamil Nadu	Group Leader
2	**Mr. A. K. Upadhyay** Joint Director, IGNFA, Dehra Dun	Member
3	**Dr. T. Sekar** Conservator of Forests, Coimbatore Circle	Member
4	**Dr. M. G. Dasthagir, Ph.D.** Professor, FC&RI, Mettupalayam	Member
5	**Dr. K .Vidyasagar, Ph.D.** Assistant Professor, KAU	Member
6	**Mr. V. Ramakantha, I.F.S.** Principal, SFS College, Coimbatore	Member
7	**Dr. V. M. Srinivasan, Ph.D.** Professor and Head, FC&RI, Mettupalayam	Member
8	**Mr. C. Krishnan, I.F.S.** Conservator of Forests, IFGTB, Coimbatore	Member
9	**Dr. M. Jayaprakasam** Professor (Biochemistry), FC&RI, Mettupalayam	Member
10	**Mr. K. S. Devadass** Asst. Conservator of Forests, FC&RI, Mettupalayam	Member
11	**Dr. P. R. Renganayaki, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Member
12	**Dr. M. Chandrasekaran, Ph.D.** Associate Professor, FC&RI, Mettupalayam	Member
13	**Dr. M. Murugesh, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Member
14	**Dr. K. T. Parthiban, Ph.D.** Asst. Professor, FC&RI, Mettupalayam	Rapporteur

RECOMMENDATIONS

Group Leader : Dr. R. Annamalai, I.F.S.
Conservator of Forests

The group was headed by Dr.R.Annamalai, Conservator of Forests, SFD, Tamil Nadu. The group after thorough discussion felt that Gender issues should be the part of participatory forest management. Accordingly a curricula is designed and presented.

Curricula for Participatory Forest Management and Gender Issues

S.No.	Topics	Duration (Hrs.)	Methodology
1	Origin and evolutionary history of JFM - Tracing the history - Current status - JFM guidelines issued by GOI - 1990, 2000 and recent guidelines - Women's empowerment in guidelines of GOI	3	
2	JFM and traditional forest management - a comparison	1	-do-
3	Emergence of JFM foresters and its linkages with forest policies	1	-do-
4	Current status of JFM in India - State's experiences	2	-do-
5	JFM concepts - Participation, empowerment and partnership building - Factors facilitating women's participation, empowerment, partnership, building, etc.	2	Power point / multimedia and Video presentation
6	JFM processes - Village level institution building - Structuring, women's representation in village level institution including executive committees	2	-do-
7	JFM process - District level and State level institutional mechanisms for JFM	1	Power point

8	JFM process - Benefit sharing - Village infra structure development - Micro financing and revolving fund - Self help groups - Alternative income generation activities - Alternate sustainable livelihood system for forestry dependents - Emphasis with reference to women dependents	2	Power point / multimedia and Video presentation
9	Comparative analysis of various state models in JFM process	1	Power point
10	Local resource dependency in JFM - Head load - Grazing - Non-timber forest products - Culture and biodiversity - Gender concerns in all the activities particularly focusing on women	2	Video
11	Means of addressing the concerns in development of local resource dependency system	1	Power point / Multimedia
12	JFM - Contributory factors for success - with special case studies	1	Power point / Multimedia and Video
13	Constraints in JFM	1	-do-
14	Conflict resolutions in JFM - Different resource uses - Community heterogeneity - Outsider Vs insiders	1	Power point
15	JFM planning - Micro planning - Concepts and features - Planning for fuel, fodder, small timber, Green leaf manure, bamboo, shelter, etc.	1	Power point / Multimedia and Video
16	Planning for community development - Infra structure - Drinking water - Roads and communication facilities	1	-do-
17	Planning for agriculture and agroforestry development	1	Power point
18	Participatory learning and actions - background and introduction	1	Video

19	PRA and PLA - Definitions, concepts and methods - Advantages	1	Power point / Multimedia and Video
20	Traditional knowledge - Indigenous knowledge system - Indigenous technology development - ranking - Rating - Sorting	1	-do-
21	Participatory sensitization and participation awareness creation	1	-do-
22	Participatory analysis of past systems of development and management	1	-do-
23	Participatory analysis of present situation - Participatory resource analysis	1	-do-
24	Participatory planning analysis - SWOT and SWOC analysis	1	-do-
25	JFM implementation mechanism - Watershed treatment plan - Afforestation - Zonation - Scheduling - Budgeting	1	-do-
26	JFM implementation mechanism project yields - value addition and marketing - role of marketing in employment potential of women dependents	1	Power point
27	JFM related concepts - Eco development - Community based conservation -Joint mangrove management - Community casestudiesforestry - Home / Collaborative management	1	Power point and Video
28	Role of NGO's in JFM	1	Power point
29	Dangers in JFM - Emerging problems and legal issues in JFM	2	Video case studies

30	Gender issues and concerns in JFM - Present role and status of women in JFM settings - Employment and income generation oppurtunities	2	Power point
31	Women as source of forest degradation - Forest degradation and its impact on women	1	Video
32	Project report submission on JFM with reference to field visit		Course period

Practical schedule

S.No.	Activities	Days
1	Field visit - PRA analysis	1
2	Field visit - Microplan preparation	1
3	Field visit - Bench mark survey	1
4	Field visit - Awareness creation	1
5	Sensitization	1

CRITERIA AND INDICATORS TO ASSESS THE FEEDBACK OF TRAINING

1. Pre-evaluation with the set of questions in relation to JFM and gender issues. The question will deal upon the following:

   a) The present level of knowledge
   b) The attitude of the probationer to the JFM principles
   c) His /her concern on gender issues.

2. Post evaluation with a set of questions in relation to JFM and gender issues relating to the level of knowledge, attitude of the probationer and the concerns on gender issues will be assessed

3. The evaluation can be done after on the job training period (OJT). The qualities in terms of level of knowledge, attitude and the concern of probationer on gender issues will be assessed after their return from OJT through a structured questionnaire.

CONSOLIDATED GROUP RECOMMENDATIONS ON "TRAINING AND CURRICULUM EFFECTIVENESS REVIEW ON GENDER ANALYSIS AND PARTICIPATORY FOREST MANAGEMENT

To facilitate free and fair interaction among the Participants of the workshop four groups were constituted and each group headed by a Forest Officer in the rank of Conservator of Forests and the members in each group included representation from Forest Officials, Forest Scientists and Social Scientists. Elaborate discussion was centered whether to treat the gender issues and JFM as a separate course or a combined one. Most of the participants expressed that both can be combined in a single course. They also felt, Staff of IGNFA should be given freedom to make their own decision, to suit their convenience in offering the course.

Gender Issues

At present, there is no curriculum on Gender Issues at IGNFA. Hence, all the participants felt that women as stakeholder in forest management should be given priority in decision making, equal access for women to productive resources, legal equality and management committees.

JFM

All the group members felt that the syllabus pertaining to JFM can be fitted under forest management by reducing number of hours allotted under yield regulation methods.

The group leaders presented their recommendations and each group recommendation were debated critically. Finally, the group leaders joined together and a consolidated recommendation for Gender Analysis and Participatory Forest Management were furnished, below :

Course outline Gender issues

1. Concept and sensitization of gender - Gender relations - Gender issues
2. Gender sensitivity - Meaning concepts
3. Gender perspective and orientation - Need, its relevance in forest management
4. Gender analysis (activity profile analysis, resource analysis, situation cum constraint analysis)

5. Gender impact analysis - Harvard framework - Moser framework - Time clock analysis - Practical and strategic gender needs - Matrix framework

6. Gender sensitive PRA tools - Livelihood analysis - Stake holders analysis - Resource mapping - Transect walk - Time series - Oral history - Sociogram

7. Participatory appraisal - Gender disaggregated data - Gender budgeting - Gender action plan - Participatory implementation - Evaluation - Outcome

8. Forest dependent population - Tribal and non-tribal population - their dependence on forest - Food security and poverty alleviation - Women as forest stake holders

9. Demographic and socio-economic status - Literacy percentage for men and women among the forest dependent population - Women's role in decision making - The effect of degradation of forests on women

10. Effects of Forest Management decisions on women forest dependents

11. Role of women and their involvement in forest protection, afforestation, NTFP management and production forestry

12. Multiple roles of women - Intra household - Inter-household - Community invisibility and unaccountability - Decision making roles - Need for women empowerment

13. Legal equality and equal access for women to productive resources

14. Women's integration in forestry development - Self-help groups - Effective group formation - Attitude promoting activities - Micro credit mobilization - Leadership development - Facilitating decision making - group agreement to undertake tasks and enterprises - Role in empowerment

15. Traditional knowledge system - Role of women - Patenting - Sovereignty of community knowledge and documentation - Resource management and gender issues - Identification of indigenous technical knowledge - CI.... - Bio resources - Biodiversity, etc.

16. Women in forest service - the need - Suitability of women to the nature of job - The desirability to have women Forest Guards, Forester and Forest Ranger Officer - The minimum percentage required for specialized assignments

17. Engendering process - Self, social institutions and culture (Family, religion, education, media, establishment)

18. The cultural background of women officers who get recruited into IFS & SFS and their physical suitability for field work

19. Examples of women in forestry abroad

20. Access/control of resources and benefits - Evolving gender gaps - Income distributions - Household - Wage structure - Disparities in wage employment

21. Employment potentials - Opportunities - Income generation activities from household - Wage labourers in NTFP collection and forest based industries

22. Entrepreneurship - Opportunities for entrepreneurial ventures - Attitude of women - Technological access - Skill upgradation, etc.

23. Marketing of forest products - NTFPs - Gender inclination to markets - New market demands - Problems in harvesting - Processing - Storage - Export prospects

24. Cleanliness of women - Physical hygiene - Safe drinking water - Sanitation - Related aspects

25. Nutrition - Nutritive status - Malnutrition - Deprival of nutrient food - Disparities - Dietary situation - physical growth

26. Health - occupational hazards - Operational hazards in collection, handling, loading, mobilization - Drudgery experienced - Ill health, etc.

27. Feudal structure - Land tenure - Problems of land alienation - Patta systems - Bonded labour - Chronic indebtedness - Related issues

28. Measurement and valuation of work among genders - Ergonomics assessment - Variation among genders - Technology generation - Technology refinement - Adaptability - Fabrication of user - friendly devices / technologies / approaches

29. Role of Panchayats - its significance in promoting forest management - Co-ordinating the efforts of forest dwellers - its role in empowerment

30. Co-operatives - Co-operative forest societies - Objectives - Forest labour co-operatives - Extent of utilization - Advantages - Limitations

31. Forest laws and its role in empowerment - Formulation of policy framework for forest dependent's upliftment - Extending awareness creation on intellectual property rights.

Participatory Forest Management

1. Historical background of Forest Management in India - genesis of Participatory approach / Arabari and Sukhmajori experiments - Status of JFM in India

2. Management objectives - Approach and strategies envisaged by National Forest Policies of 1894, 1952 and 1988

3. Analysis of the results of earlier forest management practices, approach and strategies - changes in management objectives over the period

4. Approach and strategies brought out by 1988 National Forest Policy - Constitution (73rd amendment 1992) and their influence on social institution and participatory approach - GOI recent guidelines (1990 - 2000)

5. JFM concept and scope - Participation, empowerment and partnership building - Factors facilitating - Women's participation, empowerment, partnership building, etc.

6. Comparison of Traditional Forest Management with JFM

7. Attitudes of Traditional Forest Management - Foresters Vs Joint Forest Management - Foresters - Its linkages with forest policies - Challenges faced y present day Foresters - Need for change in attitude

8. Different strategies and approaches in JFM and benefit sharing

9. JFM committees - Empowerment of JFM Committee / sustainability of JFM committees - District level and state level institutional mechanisms for JFM - Benefit sharing - Village infra -structure development - Micro financing and revolving fund - self help groups - Alternative income generation activities - Alternate sustainable livelihood system for forestry dependents - Employment - Emphasis with reference to women dependents.

10. Role of Women in JFM - Village level institution building - Structuring, women's representation in village level institution including executive committees

11. Role of NGOs in JFM - Role of non-governmental organizations - its enhancement in forest management - Mobilization - Education - Processes in empowerment

12. Strength and weakness of community management system, conflict resolution. Community heterogeneity - outsider Vs insiders

13. Eco-development Vs JFM

14. Case studies on Forest Protection and Forest Management under JFM approach - Factors for success - Constraints in failure

15. Micro planning - PRA/PLA approach - Definitions, concepts and methods Advantages

16. Monitoring and evaluation of JFM process in various states

17. Local resources dependency in JFM - Head load - Grazing - Non-timber forest products - Culture and biodiversity - Gender concerns in all the activities particularly focusing on women

18. JFM planning - Concepts and features - Planning for fuel, fodder, small timber, GLM, bamboo, shelter, etc.

19. Planning for community development - INFRA STRUCTURE - Drinking water - Roads and communication facilities
20. Planning for agriculture, agroforestry and watershed development
21. Participatory learning and actions - Background and introduction
22. Participatory sensitization and participatory awareness creation
23. Participatory analysis of past systems of development and management
24. Participatory analysis of resent situation - Participatory resource analysis
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26. JFM implementation mechanism - Watershed treatment plan - Afforestation - Zonation - Scheduling - Budgeting
27. JFM related concepts - Eco-development - Community based conservation - Joint mangrove management - Community forestry - Home/collaborative management
28. Dangers in JFM - Emerging problems and legal issues in JFM
29. Project report submission on JFM with reference to field visit

METHODOLOGY

Gender issues

a) Theory classes

- Class room discussion
- Guest lecture by Anthropologists / Social scientists
- Discussion with self help groups
- Interview schedule preparation to assess gender sensitivity.

b) Practical classes

- On the Job Training, preparation of paper and presentation in the academy pertaining to gender issues
- Gender games
- Employing structured interview schedule for collection of data from JFM villages
- PRA techniques.

Participatory Forest Management

Methodology

Theory

- Classroom discussion
- Self study
- Guest lectures
- Qualitative methods
- Informal interaction
- Recorded conversation
- Meetings
- Buzzing
- Brain storming
- Role playing
- Skit
- Photo session
- Debate

Practicals

Assigning project work	-	Academy
Group Discussion	-	Academy
Field Visits	-	Academy
PRA analysis		
Microplan preparation		
Benchmark survey		
Gender sensitization		
Awareness creation		

Paper presentation on the following

1. PRA/PLA Exercise	-	OJT
2. Micro Plan preparation	-	OJT
3. Case studies	-	OJT
4. Film show / Video	-	Academy

Module on Participatory Forest Management

1. Resource management and sustainable development - Concepts - Meaning - Ingredients - Functional continuity - Social integration - Community action (One session)

2. Community management - Joint forest management - Social fences - Meaning and importance (One Theory)

3. Natural resource management - Common properties resource management - Meaning and importance (One Theory)

4. Preparation of microplan - Formulation - Appraisal on site specific plans

5. Criteria and indicators for monitoring and evaluation (Theory session and discussion)

6. Participatory evaluation - Preparation of analytical report (Project evaluation/case study)

7. Resource sharing mechanism - Concepts and principles (Theory + case studies)

8. Comparison on social forestry, Interface forestry and JFM (Field project)

9. Social forestry and watershed management - Wasteland afforestation - Nursery management (Case study).

CRITERIA AND INDICATORS TO ASSESS THE FEEDBACK OF TRAINING

1. Pre-evaluation - Post evaluation - on knowledge and attitudes of the trainers on gender concerns, gender sensitivity, relevance in forest management

2. Pre-evaluation with the set of question in relation to sensitizing gender issues and JFM. The question will deal upon the following
   a) The present level of knowledge
   b) The attitude of the probationer to the JFM principles
   c) His/her concern on gender issues

3. Post evaluation with a set of questions in relation to JFM and gender issues relating to the level of knowledge; attitude of the probationer and the concerns on gender issues will be assessed.

4. The evaluation can be done after on the job-training period (OJT). The qualities in terms of level of knowledge, attitude and the concern of probationer on gender issues will be assessed after their return from OJT through a structured questionnaire.

Session wise feed back

1. Session wise interactions on the content, delivery and relevance - Usefulness - Methods - Time - Provisions of materials - Visual aids (Using format/ Questionnaire - Relationship to the main topic - Quality wise - Quantity wise - Everyday recap - Report on previous sessions and important learning

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II Delayed / after Feedback

1. Its relevance on the field - On the job training period
2. Application on the field - Improvement/enrichment on their performances - Interactions/feedbacks from the field officers/supervisors - Project report of the probationary officers - Proforma to obtain and view point of supervisors
3. Pre-Post - Attitude checking on gender sensitivity - State level feedback mechanisms of officers -For interactions and suggestions
4. Networking of the various institutions of forest officers training - State level Forest Colleges - Views - Suggestions - Improvement over teaching methodologies - Identification of resource persons from the field - NGO's Activities.

B. Indicators
At field level (through programmes implemented by the Officers)
Gender Participation

1. Gender impact of the programmes/ approach
2. Percentage of women/men beneficiaries
3. Benefits accrued by men and women categories
4. Budget of the total outlay kept for women gender equity
5. Increase on the role/status/power of women and their participation in decisions/ meetings

6. Number of income / employment opportunities created for localities (men and women)

7. Number of women entrepreneurs initiated/established/promoted (SHGS/micro credits)

8. Involvement of local men and women in forest based jobs/businesses

9. Number of issues solved (JFM/local) and friendliness kept with local people

10. Feed back from trainees - Class room/ field

11. Sharing field experiences and visits

12. Group / panel discussions

13. Evaluation by experts.

LIST OF REGISTERED PARTICIPANTS

Workshop on "Training and Curriculum Effectiveness Review on Gender Analysis and Participatory Forest Management" held at TNAU, Coimbatore on 09-12-2002 and 10-12-2002

1 **Mr. A. K. Upadhyay, I.F.S.**
Joint Director
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2 **Mr. A. M. Singh, I.F.S.**
Associate Professor,
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3 **Mr. Sandeep Sundriyal, I.F.S.**
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4 **Ms. Meeta Biswal, I.F.S.**
Associate Professor,
Indira Gandhi National Forest Academy
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5 **Mr. K. P. M. Perrumahl, I.F.S.**
Conservator of Forests & Dean,
Southern Forest Rangers College,
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6 **Dr. T. Sekar, I.F.S.**
Conservator of Forests,
Coimbatore circle,
Tamil Nadu Forest Department,
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7 **Mr. Amarnatha Shetty, I.F.S.**
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Palghat Circle,
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8 **Mr. Venu Prasad, I.F.S.**
Dy. Conservator of Forests (Trg.),
O/o.Principal Chief Conservator of Forests,
Tamil Nadu Forest Department,
Chennai.

9 **Mr. Dinkar, I.F.S.**
District Forest Officer,
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Gudalur,
The Nilgiris.

10 **Mr. B. Basappa, I.F.S.**
Chief Conservator of Forests (FORTI),
Karnataka Forest Department,
Bangalore.

11 **Mr. R. Uday Kumar, I.F.S.**
Conservator of Forests (Trg. & Eco-Tour.),
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12 **Mr. A. K. Jha, I.F.S.**
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Warangal.

13 **Mr. Shukla I.F.S.**
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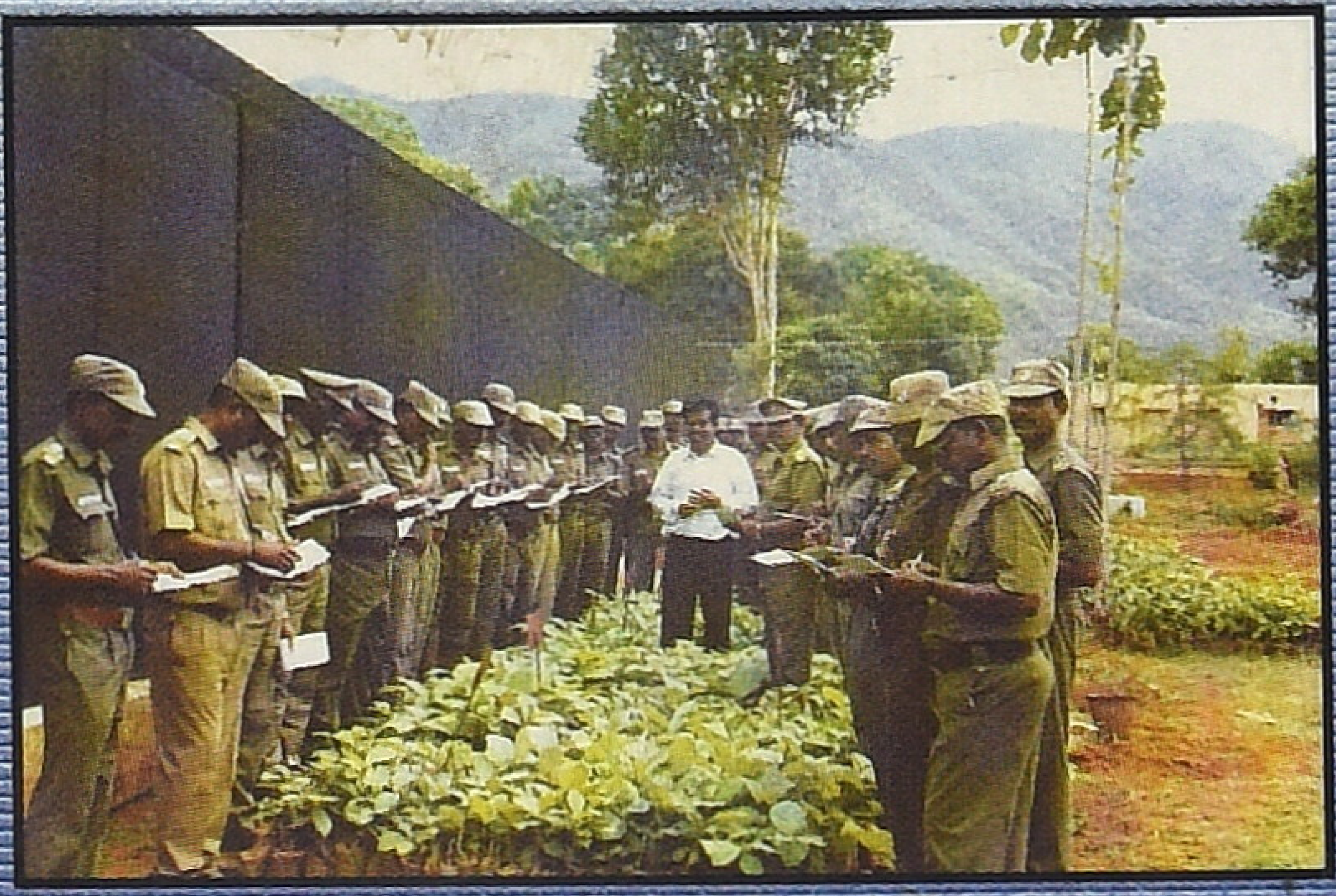

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